

SY 2021-2022

THE INAF SATISFACTION REPORT

by the Loyola Schools
Integrated Ateneo Formation (InAF)
Program



We're happy to present the results of student evaluations of the Integrated Ateneo Formation (InAF) Program from the second semester, School Year 2021-2022.

Based on these results, we can see that the InAF program continues to improve over time, thanks to feedback from students and all of our collaborators! I'd like to thank all the offices involved and all our partners for their excellent work which has led to the continued success of the InAF program.

This was the last year of the rollout of the new core curriculum which also meant that it was the first year of the new Senior Integration Program. For a newly rolled out program, the results were pretty good.

As we move into the new school year, we face two challenges in the implementation of InAF.

The first challenge is the migration back onsite for some of our activities. After a very successful run online for the past two years, we now find ourselves adjusting to the challenge of migrating back onsite. This is not a simple return to the situation back in 2019 because we will have to deal with COVID protocols which sets limits on venue capacity and places significant restrictions on off-campus activities. Nonetheless, we look forward to taking on this challenge of slowly migrating back onsite and we hope to see you all face-to-face at some point.

The second challenge has been brought about by restructuring within the university. Since 2014, structures have been put in place at the Loyola Schools to better coordinate various offices, academic departments and programs, and administrative offices in order to more effectively integrate the various formation programs. To a large extent, these efforts at integration have been successful as we now see formation programs integrated with academic courses and programs of various offices complementing each other.

This year, restructuring will be along functional lines and the various offices must find ways to continue to work with each other despite the centrifugal tendencies of the new structure.

We hope to continue to deliver excellent programs in the years to come and would like to ask for your indulgence as we try to find our footing in this new environment.

Let's continue to accompany each other as we slowly engage with new possibilities!

Leland Joseph R. Dela Cruz, Ph.D.
Associate Dean for Student Formation

FIRST YEAR FORMATION PROGRAM

InTACT

InTACT is a year-long formation program for all first-year and newly transferred students at the Loyola Schools. It aims to assist them in their transition and adjustment to Ateneo college life, provide opportunities for continuing self-discovery and awareness, and introduce them to the school's culture and traditions, which are rooted in Filipino, Catholic, and Jesuit values.

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Increased knowledge of requirements for freshies (e.g. grades, advisement)</i>	5.42	5.46	5.65	5.63
<i>Helped in becoming aware of the support systems available</i>	5.48	5.53	5.65	5.69
<i>Helped in recognizing students' rights and responsibilities</i>	5.51	5.53	5.62	5.64
<i>Helpful in adjustment to Ateneo college life</i>	5.34	5.36	5.56	5.57
<i>Provided avenues for reflection and introspection</i>	5.45	5.45	5.54	5.62
<i>Provided opportunities for sharing</i>	5.40	5.48	5.59	5.64
<i>Helped students experience a sense of belonging</i>	4.96	5.00	5.29	5.37

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

BINHI

Binhi is for freshies taking SocSc 11 and InTACT. It is hoped that the students will be able to understand themselves better in relation to the connections shared with other people from different communities through *kwentuhan*.

Course Learning Outcomes and Program Competencies

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Helped in understanding the value of getting to know other people and their context</i>	5.66	5.66	5.66	5.70
<i>Provided an opportunity to understand the specific contexts and connections between the self and others</i>	5.49	5.48	5.60	5.65
<i>Helped in communicating effectively students' understanding of the multifaceted cultural contexts and identities of both the self and others</i>	5.38	5.40	5.50	5.60

Relevance to Student Experience

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Allowed students to demonstrate socio-emotional skills (self-awareness and self-management)</i>	5.42	5.48	5.65	5.68
<i>Helped students understand the value of the Binhi Program to one's Ateneo education</i>	5.65	5.62	5.70	5.73
<i>Binhi Program and SocSc 11 course complemented each other</i>	5.49	5.42	5.52	5.55
<i>Students' Satisfaction</i>	5.27	5.43	5.55	5.60

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

COMING HOME RETREAT

A week-long asynchronous retreat that introduces first-year students to Ignatian Spirituality as a space to reflect on coming home to the self and to God. The retreat centers on the Parable of the Prodigal Son inspired by the reflections of Henri Nouwen.

Program Design

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>The preparatory exercises were helpful</i>	5.10	5.11	5.31	5.25
<i>Effectivity of retreat materials (e.g., Canvas) in conveying prayer points</i>	5.35	5.48	5.50	5.47
<i>Helped students pray and reflect well on their current situation</i>	5.31	5.27	5.41	5.32

Relevance to Student Experience

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Valuable to students' experience</i>	5.15	5.18	5.33	5.32
<i>Nurtured students' desire to deepen their relationship with God by spending time with God</i>	5.46	5.44	5.42	<i>Statement was split into two at this period</i>
<i>Helped students appreciate God's loving presence in their life</i>				5.41
<i>Moved students to deepen their relationship with God</i>				5.27
<i>Helped in recognizing giftedness</i>	5.23	5.22	5.43	5.41

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

SECOND YEAR FORMATION PROGRAM

NSTP 11 (CWTS) PUNLA

Punla, which is also NSTP11 (CWTS), is taken by sophomores alongside their THEO 12. It is hoped that students will be able to deepen their social awareness through engagements with a specific sector of society.

Course Learning Outcomes

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Helped students reflect on the values of compassion, service, and tao para sa kapwa</i>	5.37	5.46	5.59	5.70
<i>Influenced the students to continue engaging with the sector [they interacted with] even after the online engagement</i>	5.07	5.18	5.17	5.18
<i>Helped the students appreciate the resiliency of the community/ sector/ institution</i>	5.31	5.42	5.49	5.66

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

NSTP 11 (CWTS) PUNLA

Relevance to Student Experience

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Program requirements were manageable and feasible within the time frame provided</i>	4.74	4.90	5.29	5.54
<i>Online engagement activities allowed students to engage with the sector</i>	5.00	5.22	5.43	5.58
<i>Helped students understand the value of the Punla Program to one's Ateneo education</i>	5.44	5.49	5.56	5.69
<i>The Punla Program and Theo 12 were complementary and deepened the students' learning</i>	5.20	5.22	5.43	5.54
<i>Students' satisfaction</i>	4.90	5.10	5.34	5.55

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

PUNLA / THEO 12 Recollection

The Punla / THEO 12 Recollection hopes to give students the space and time to reflect and recognize God's presence in their kapwa through their Punla experiences.

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>The online recollection was helpful</i>	5.07	5.30	5.20	5.34
<i>The recollection materials on Canvas effectively conveyed the core message of the online recollection</i>	5.34	5.55	5.50	5.48
<i>Helped in appreciating God's loving presence</i>	*5.10	5.35	5.20	5.29
<i>Deepens relationship with God by making time to pause and connect with God</i>	*5.00	5.20	5.10	5.15
<i>Moved students to become a person of compassion</i>	*5.40	5.55	5.50	5.57
<i>Helped students become aware of encounters with God in and through the kapwa</i>	*5.30	5.45	5.30	5.38

*mean of 1st quarter only

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NSTP (ROTC)

Students enrolled in NSTP (ROTC) had their instruction online covering topics such as Military Law, Flag and Heraldic Code of the Philippines, and Basic Weapons and Aircrafts among others. While the task of instructing cadets requires a mix of both indoor and outdoor instruction, all topics, while being delivered online, have been designed to fully prepare students to be future reservists of the Philippine Air Force.

Relevance to Student Experience

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester NSTP 12(ROTC) SY 2021-2022
<i>Gave students a clear idea of their role as future reservists of the Armed Forces of the Philippines</i>	5.29	5.19	5.14	5.38
<i>Skills and knowledge from the online modules are relevant to their role as future reservists of the Armed Forces of the Philippines</i>	5.19	5.28	5.29	5.53
<i>The online NSTP-ROTC is well-organized</i>	5.33	5.12	5.60	5.73
<i>Provided opportunity to learn and apply important skills needed as future reservists</i>	4.90	5.02	5.07	5.30
<i>Helped students understand the value of NSTP-ROTC training program to their formation</i>	5.24	5.36	5.29	5.52
<i>Would recommend online NSTP-ROTC to future batches</i>	4.81	4.88	5.17	5.22
<i>Students' satisfaction</i>	5.00	4.81	5.07	5.32

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

THIRD YEAR FORMATION PROGRAM

NSTP12 (CWTS) BIGKIS

Bigkis, which is also NSTP 12 (CWTS), is designed to be taken in the junior year alongside SocSc 13. It aims to help students define themselves in the world and be more discerning of their role in our society.

Course Learning Outcomes

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>Allowed students to describe economic, political, environmental, and socio-cultural issues</i>	5.04	5.28	5.18	5.27
<i>Allowed students to identify the adaptive strategies/ issues in the partner community/ institution</i>	4.99	5.17	5.11	5.23
<i>Helped the students identify how one's chosen discipline can be used as an avenue to serve those who are in the margins of society</i>	5.06	5.28	5.19	5.35
<i>Provided students with the opportunity to demonstrate compassion, collaboration and pakikipagkapwa</i>	5.04	5.35	5.30	5.44
<i>Provided students with the opportunity to demonstrate responsible decision-making skills oriented towards service of communities and the country</i>	5.04	5.24	5.22	5.37
<i>Provided students with the opportunity to use the frameworks learned in SocSc13 and to analyze the issues and adaptive strategies in the assigned area</i>	4.86	5.12	4.98	5.17
<i>Provided students with the opportunity to apply technical skills learned in one's major subject in addressing the identified issues in the assigned area</i>	4.89	5.08	5.00	5.17
<i>Helped students develop a sense of commitment and vocation towards serving marginalized sectors of society</i>	5.08	5.35	5.26	5.35

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

NSTP12 (CWTS) BIGKIS

Relevance to Student Experience

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>The online engagements allowed for meaningful dialogue with partner community/ institution</i>	4.67	4.94	5.06	5.08
<i>The value of the Bigkis Program to one's Ateneo education was clearly understood</i>	5.27	5.46	5.37	5.44
<i>Bigkis Program and SocSc13 were complementary</i>	4.72	5.09	4.79	5.31
<i>Relevance [of requirements] to course learning outcomes</i>	4.93	5.24	5.05	5.06
<i>Students' satisfaction</i>	4.30	4.74	4.65	4.86

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

THEO 13 Recollection

The Theo 13 Recollections aims to provide students the opportunity to pray and reflect on the gifts that provide meaning in one's life and to be able to identify ways on how these gifts can be shared as response to God's call.

	1st Semester SY 2020-2021	2nd Semester SY 2020-2021	1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>The online recollection was helpful</i>	5.17	5.18	5.20	5.25
<i>Effectivity of materials (on Canvas) to convey the core message of the recollection</i>	5.45	5.48	5.30	5.44
<i>Helped students appreciate God's loving presence in their life</i>	5.28	5.19	5.10	5.18
<i>Moved students to deepen one's relationship with God by making time to pause and connect with God</i>	5.22	5.11	5.10	5.16
<i>Allowed students to identify gifts, crosses, and desires in the context of their life</i>	5.26	5.35	5.20	5.24
<i>Moved students to share their gifts to the community in response to God's call</i>	5.41	5.42	5.30	5.38
<i>The synchronous part of the recollection was helpful</i>	5.24	5.20	5.30	5.40
<i>The guest speakers (synchronous part) effectively substantiated the core message of the recollection</i>	5.62	5.58	5.60	5.56
<i>The small group facilitator (synchronous part) effectively facilitated the sharing in relation to the core message of the recollection</i>	5.34	5.42	5.50	5.58

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

FOURTH YEAR FORMATION PROGRAM

The Seniors Integration Program (SIP) is the last program under the Integrated Ateneo Formation Program which caters to the holistic development of the graduating students. In partnership with the DLO 10, formation and student services offices offered synchronous and asynchronous activities to help the students in their discernment process.

Synchronous Activities offered by OCM

(students may choose one among the three activities)

		1st Semester SY 2021-2022	2nd Semester SY 2021-2022
Group Conversations	Helpful to the students	5.31	5.40
	Helped articulate where and how the students are in their discernment process	5.31	5.39
	Helped identify element/s of discernment that is/are helpful in the students' process	5.28	5.36
	Helped the students name concrete actions they can do as they continue their discernment process	5.20	5.26
On Journeys and Crossroads Recollection	The online recollection was helpful	5.32	5.56
	The online recollection helped the students acknowledge their disordered attachments	5.43	5.57
	The online recollection moved the students to desire to align their life according to God's values	5.29	5.48
	The online recollection moved the students to commit to a way of life that is a more loving response to God's call of mission with God's people	5.37	5.60

Scale is from 1-6, with 1 as the lowest and 6 as the highest.

FOURTH YEAR FORMATION PROGRAM

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Synchronous Activities offered by OCM

(students may choose one among the three activities)

		1st Semester SY 2021-2022	2nd Semester SY 2021-2022
<i>First Spiritual Exercises</i>	<i>Helpful to the students</i>	5.57	5.41
	<i>Helped the students deepen their relationship with God</i>	5.38	5.16
	<i>Helped the students improve the quality of their prayer life</i>	5.42	5.33
	<i>Helped the students appreciate the value of prayer</i>	5.58	5.37

Scale is from 1-6, with 1 as the lowest and 6 as the highest.